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ABSTRACT

An attempt is made to wrestle with the question of critical pedagogy, trying to refine and make more explicit the author's political vision; the idea of pedagogy as a form of cultural politics; and teachers as cultural workers. Eight essays are divided into two sections. The four essays of Part 1 try to draw together a statement about efforts to define an educational practice consistent with a project of possibility. Part 2 provides four essays that display the attempt to work out some of the pedagogical problems associated with specific aspects of the author's teaching, research, and curriculum writing over the last 10 years. One of the essays considers how a text that has been implicated in the reproduction of forms of racial discrimination and dominance ("The Merchant of Venice") might be taught in the classroom, based on an analysis of a Jewish rendition of the work. The concluding chapter examines the ways that education practices are implicated in the production of social memories and historical sensibilities. Contains 21 references. (SLD)

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